

DOCUMENT RESUME

ED 099 044

JC 740 485

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TITLE Past Student Follow-up Survey.
INSTITUTION Lake City Community Coll., Fla.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE May 74
GRANT OEG-0-73-1180
NOTE 73p.

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS College Role; *Community Colleges; *Curriculum Evaluation; Data Collection; *Followup Studies; *Graduate Surveys; Institutional Research; Post Secondary Education; Student Attitudes; Surveys; Technical Reports; *Vocational Followup

IDENTIFIERS Florida; Higher Education Act Title III; Lake City Community College; *Needs Assessment Project

ABSTRACT

Conducted as a part of the Needs Assessment Project, a study was made primarily to develop an instrument that could help community college decision makers determine the proportion of students that were working in areas related to those studied in college. Additional information to be obtained included the reasons for attending college, graduates' opinions about college curriculum and services, and information about what the graduate was currently engaged in. The survey was mailed to 2,213 1948-1973 graduates of Lake City Community College. A total of 646, or 29 percent, responded. An analysis of the results indicated that of the respondents, 44 percent were AA graduates and 56 percent were AS graduates; 41 percent were employed in jobs related to their LCCC program. Responses indicated that the students came to LCCC because if offered them what they wanted in terms of courses, programs, and general reputation. Graduates were strongly positive in their ratings of the teaching, library, bookstore, admissions, registration, and scheduling. The graduates worked between 11 and 20 hours per week while in college, and 75 percent received financial assistance. Little help was reported by graduates in finding a job or in transferring to another institution; the best help came from faculty members. Special help for students was suggested in the areas of doing research, writing term papers, course selection, program selection, scheduling classes, and finding jobs. Sixty percent of the graduates continued their education after LCCC, with 43 percent earning degrees. A total of 95 percent fully recommended LCCC. (DB)

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PAST STUDENT FOLLOW-UP SURVEY

prepared by
LAKE CITY COMMUNITY COLLEGE

for the

NEEDS ASSESSMENT PROJECT
Central Florida Community Colleges' Consortium

May 1974

LAKE CITY COMMUNITY COLLEGE
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The research report herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Funded by the United States Office of Education
Title III HEA, Project No.
OEG-O-73-1180

TABLE OF CONTENTS

	List of Tables	iii
	Acknowledgements	v
Part I	Introduction	1
	Section A: Identification of the Problem	1
	Section B: Review of Literature	2
Part II	The Survey: As Proposed and as Conducted	4
	Section A: Proposed Design for a Graduate Follow-Up Survey-Central Staff, Needs Assessment Project	4
	Section B: Procedure Used to Carry on the Graduate Follow- Up Survey	5
Part III	Analysis of Results of Lake City Community College Graduate Follow-Up Survey	10
	Section A: 1948-1967 LCCC Graduates from Computer Analysis of Survey Results	10
	Section B: 1968-1972 LCCC Graduates from Computer Analysis of Survey Results	17
	Section C: 1973 LCCC Graduates from Computer Analysis of Survey Results	24
	Section D: LCCC Follow-Up Study of 1948-1973 Graduates: Comparison of Selected Areas from the Three Fields: (1) 1948-1967 Graduates; (2) 1968- 1972 Graduates; and (3) 1973 Graduates . . .	30
	Section E: A Comparison of the Responses of AA Degree Graduates with Those of AS Degree Graduates in the 1968-1972 Field	38
Part IV	Discussion	41
Part V	Critique of the Study	45
Part VI	Summary, Recommendations and Suggested Survey Procedures .	47
	Section A: Summary	47
	Section B: Recommendations	49
	Section C: Suggested Survey Procedures	51
	Plan A	51
	Plan B	52
	Selected Bibliography	62
	Appendices	
	A. Survey Form	63

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LIST OF TABLES

1. Distribution of Respondents by Programs, 1948-1967	10
2. Ranking of Reasons for Attending LCCC, 1948-1967	11
3. Years of Attendance to Complete Program, 1948-1967	11
4. Ranking of How Graduates Were Helped by Attending LCCC, 1948 . .	12
5. Sources of Financial Assistance 1948-1967	13
6. Degrees Earned Beyond AA, AS: 1948-1967	13
7. Salaries Reported by 1948-1967 Graduates	14
8. Relationship of Job to LCCC Program, 1948-1967	14
9. Percentage of Students Using LCCC Areas or Services, 1948-1967 .	15
10. Percentage of Good Ratings of Thirteen Campus Functions, 1948-1967.	16
11. Percentage of Graduates Indicating Areas Where College Should Provide Special Help for Students, 1948-1967	17
12. Distribution of Respondents by Programs, 1968-1972	17
13. Ranking of Reasons for Attending LCCC, 1968-1972	18
14. Years of Attendance to Complete Program, 1968-1972	19
15. Ranking of How Graduates Were Helped by Attending LCCC, 1968-1972	20
16. Sources of Financial Assistance, 1968-1972	20
17. Degrees Earned Beyond AA, AS, 1968-1972	21
18. Salaries Reported by 1968-1972 Graduates	22
19. Relationship of Job to LCCC Program, 1968-1972	22
20. Percentage of Students Using LCCC Areas or Services, 1968-1972 .	23
21. Percentage of Good Ratings of Thirteen Campus Functions, 1968-1972	23
22. Percentage of Graduates Indicating Areas Where College Should Provide Special Help for Students, 1968-1972	24

BEST COPY AVAILABLE

23.	Distribution of 1973 Respondents by Programs	25
24.	Ranking of Reasons for Attending LCCC, 1973	25
25.	Years of Attendance to Complete Program, 1973	26
26.	Ranking of How Graduates Were Helped by Attending LCCC, 1973 . .	26
27.	Sources of Financial Assistance, 1973	27
28.	Degrees Earned Beyond AA, AS, 1973	27
29.	Salaries Reported by 1973 Graduates	28
30.	Relationship of Job to LCCC Program, 1973	28
31.	Percentage of Students Using LCCC Areas or Services, 1973 . . .	29
32.	Percentage of Good Ratings of Thirteen Campus Functions, 1973 .	29
33.	Percentage of Graduates Indicating Areas Where College Should Provide Special Help for Students, 1973	30
34.	Geographical Distribution of 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	31
35.	Degrees Earned Beyond Community College by 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	32
36.	Employment Status of 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	32
37.	Relationship of First Job to LCCC Program, 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	33
38.	Relationship of Present Job to LCCC Program, 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	34
39.	Reasons Selected by 1948-1973 Graduates for Attending LCCC (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973) . .	34
40.	Percentage of Good Ratings of Thirteen Campus Functions of 1948- 1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	35
41.	Rankings of How 1948-1973 Graduates Were Helped by Attending LCCC (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973) .	36
42.	Percentage of Graduates Indicating Areas Where LCCC Should Provide Special Help for Students, 1948-1973 (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)	37

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ACKNOWLEDGEMENTS

Special mention should be given to the following people for their assistance in the development and completion of the study: Dr. K. D. Tucker, NAP Director; Dr. Clyde Clements, LCCC Director of Development; Dr. John Nickens, IRC Director; Gordene DuBose, LCCC Guidance Secretary; Carolyn McCoy, Clerical Assistance; and Frank Casey, LCCC Director of Community Relations.

Assistance was also provided by members of the NAP Central Staff; LCCC's Computer Center, Registrar's Office, and Business Services; plus numerous students and staff members who helped with interviewing, preparation for mailout of forms, tallying and preparing of returns.

Many thanks are extended to the graduates who completed and returned the survey form.

Dr. Ed Brunner
Lake City, Florida
July 29, 1974

PART I

INTRODUCTION

SECTION A: IDENTIFICATION OF THE PROBLEM

If the community college is to remain a dynamic institution an accurate assessment of the educational needs is essential. The needs assessment process must be broad enough to include representative statements from each and every segment of the community the college was created to serve. The process must be capable of producing the kinds of data that will be used by administrative decision-makers in each college. The development of such a process is the goal of the Needs Assessment Project, Central Florida Community Colleges Consortium.¹

As an active member of the Consortium, Lake City Community College accepted the task of developing a procedure for conducting a follow-up study of graduates. The procedure was to be tested on Lake City Community College graduates, the results analyzed and then the procedure would be refined. The survey instrument and the graduate follow-up survey procedure would become an integral part of the total needs assessment process.

¹Membership in the Needs Assessment Project, Central Florida Community Colleges' Consortium are: Brevard Community College, Central Florida Community College, Florida Junior College at Jacksonville, Florida Keys Community College, Lake City Community College, St. Johns River Community College, and Valencia Community College.

SECTION B: REVIEW OF LITERATURE

A number of significant books have been written in the last decade describing the problems and prospects of the community college. Each one has concerned itself with some examination of the students who attend the institution. The more prominent of these books containing chapters devoted to depicting the characteristics of the two-year college student were written by Blocker, Plummer, and Richardson¹ in 1965, Medsker and Tillery² in 1971, and O'Banion³ in 1972. In 1970 Koos⁴ produced a comprehensive overview of the characteristics of community college students.

There have been a variety of studies related to some type of follow-up of students conducted and then referred to in the literature. A few of the published studies are noted here. Alfred⁵ reported on the development of procedures to be used to define attrition, its impact on the junior college, and the establishment of a model for the application of follow-up techniques. The Bucks County Community College studies^{6,7} sought to determine (1) the education and employment activities of graduates, plus their evaluation of college services and (2) the education and employment patterns of students who withdrew and their reasons for withdrawing, plus their evaluation of college services.

Several follow-up studies of Florida community junior college students have been conducted. Two follow-up studies published by Santa Fe Junior College^{8,9} in 1969 and 1971 provided a broad range of data about graduates. Data sought focused on graduates' indigenous characteristics, Santa Fe experiences, and post-graduation status. The objective of the studies was to present components of the successful college experience in a manner providing guidance for both the non-graduate and the college. The primary

objective for the Tallahassee Community College study¹⁰ in 1971 was the determination of the time required from first enrollment to receipt of a junior college degree.

The two surveys sponsored by the Florida Community Junior College Inter-Institutional Research Council^{11, 12} in 1969 and 1973 collected demographic data from two groups of entering freshmen. A number of community-junior colleges in the state were included in the activity. The instruments used were similar to those of the Santa Fe studies and the types and kinds of data collected were much the same.

Although the intent of the present study did not conflict with earlier studies, it was believed that many items included in the forms used were irrelevant. Also, an effort was made to drastically reduce the length of the survey form. The try-out activity has resulted in the elimination of other items and further reduction in form length.

1 Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson. The Two Year College: A Social Synthesis. Prentice Hall, Inc., Englewood Cliffs, N.J. 1965. Chapter 5.

2 Medsker, Leland L., and Dale Tillery. Breaking the Access Barrier: A Profile of Two-Year Colleges. McGraw-Hill Book Company, New York, published for the Carnegie Commission on Higher Education, 1971. Chapter 3.

3 O'Banion, Terry. Teachers for Tomorrow: Staff Development in the Community-Junior College. The University of Arizona Press, Tucson, Arizona, published for the National Advisory Council on Education Professions Development, 1972. Chapter 3.

4 Koos, Leonard V. The Community College Student. The University of Florida Press, Gainesville, Florida. 1970.

5 Alfred, Richard L. Student Attrition: Strategies for Action. Metropolitan Junior College District, Kansas City, Missouri. 1973.

6 Bucks County Community College. Follow-Up Study of Bucks County Community College Graduates, 1965-72. Newtown, Pennsylvania. January 1973.

7 Bucks County Community College. Follow-Up Study of Non-Academic Attrition at Bucks County Community College, 1965-1972. Newtown, Pennsylvania. August 1973.

- 8 Santa Fe Junior College. Follow-Up Study of Santa Fe Junior College Graduates 1966-1968. Gainesville, Florida. 1969.
- 9 Santa Fe Junior College. Follow-Up Study of Santa Fe Junior College Graduates 1968-1970. Gainesville, Florida. 1971.
- 10 Johnson, Archie B. Length of Residence for a Junior College Degree. Florida Community Junior College Inter-Institutional Research Council, Gainesville, Florida. Published for Tallahassee Community College, 1971.
- 11 Florida Community-Junior College Inter-Institutional Research Council. Where Are They Now?: A Follow-Up Study of First Time In College Freshmen In Florida's Community-Junior Colleges in Fall 1966. Gainesville, Florida. 1969.
- 12 Florida Community-Junior College Inter-Institutional Research Council. Where Are They Now?: A Follow-Up Study of First Time In College Freshmen In Florida's Community-Junior Colleges in Fall 1972. Gainesville, Florida. (To be published)

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PART II

THE SURVEY: AS PROPOSED AND AS CONDUCTED

SECTION A: PROPOSED DESIGN FOR A GRADUATE FOLLOW-UP SURVEY-CENTRAL STAFF,
NEEDS ASSESSMENT PROJECT

A design for the follow-up survey of Lake City Community College graduate was developed by the Central Staff of the Needs Assessment Project. The objectives of the survey, broadly stated were:¹

1. To understand where the graduates are going after college.
2. To understand what the graduates are doing after college.
3. If the college prepared the graduate to do what he is doing.
4. Why the student went to college in the first place.
5. What the student thought of the college while he attended.

An estimated 100 graduates from the spring terms of 1971 and 1972 were to be surveyed. An intensive search would be made to obtain good addresses and to determine which programs graduated the most students and should have proportionately more graduates surveyed.

A search of the literature would locate the most appropriate research of a similar nature. The review of the follow-up studies made would guide the creation of a new survey form or the use of an existing instrument. An appropriate consultant could aid in organizing the mechanics of mailing, handling of returns, preparation for data processing, and follow-up of non-respondents. The initial mailing would take place in March.

¹ Tucker, Dr. Katie M., Director, Present Needs Assessment Project Model, Report for Central Florida Community College Needs Assessment Consortium Board. August 30, 1973, Gainesville, Florida. p. 42.

When the completed forms had been returned and processed, the survey form would be criticized. A decision would be made to keep the survey instrument in the constructed form or to refine it in order to obtain the data sought.

SECTION B: PROCEDURE USED TO CARRY ON THE GRADUATE FOLLOW-UP SURVEY

PHASE ONE

A decision was made by the LCCC administration to depart from the design suggested by the NAP central staff. The new approach designated that a more comprehensive follow-up survey be conducted. The survey was to reach all persons who had graduated during the period 1948 through August 1972. The five objectives of the survey as stated in Section A, Part II of this report remained in effect.

Beginning in September of 1973 several follow-up survey forms immediately available were examined for ideas. Items were selected or created to make certain that the kind of data needed would be obtained. A breakdown of the items as to areas of coverage is as follows: (a) ten questions related to program assessment, including two questions about placement; (b) four questions related to the nature of the student body of which two were concerned with finances; and (c) three questions relating the relevance of the training program to the job. The items were organized to fit one side of an $8\frac{1}{2}$ by 14 inch page and was mechanically reduced to fit on a regular $8\frac{1}{2}$ by 11 inch page. It was decided that the finer print would reduce the number of returns. Items were then organized to fit on an $8\frac{1}{2}$ by 11 inch page folded to booklet size of $5\frac{1}{2}$ by $8\frac{1}{2}$ and typed on four sides with room

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for comments on the fourth page. This work was completed in the early part of October.

Copies of the form were then sent or given to twenty recent graduates for their comments. Fifteen were returned. Five recommended changes. The incorporation of these suggested changes resulted in the second and final revision. The final copy of the survey form was duplicated in sufficient quantity for mailing.

Early in October regular Lake City Community College envelopes were taken to the printer for the printing of a return address and eight-cent stamps were put on the envelopes.

The Alumni Office prepared a newsletter, printed on both sides of an 8½ by 11 inch page, and, through the computer center, an Alumni identification card to be clipped from a larger information card. These were available the last week in October.

Lake City Community College manila business envelopes, 6½ by 9½ inches were obtained and the mailout packet was assembled. The packet consisted of the Follow-Up Survey form; college return-addressed, stamped envelope, Alumni Newsletter; and Alumni Information and Identification Card.

The college bulk rate permit number was printed in the upper right hand corner of each envelope by a local printing firm.

Stamped manila envelopes were retrieved from the printer and an assembly line procedure set up to stuff, attach graduate address labels, and seal. Completed packets were sorted according to zip code and arranged in bundles of 200 for mailing. In all, there were 2011 packets mailed to the 1948 through August 1972 graduates by or on November 15, 1973.

PHASE TWO

During the month of January 1974, the survey form was mailed to 1973 graduates. The group contacted consisted of those graduates whose addresses indicated they lived in the immediate vicinity of LCCC. A second criterion was that they had not responded to a brief form (double postcard) questionnaire that had been designed for tryout at the request of the Dean of the Technical Division.

An attempt was made to systematically locate and interview these graduates either in person or by telephone. In the first week and one-half, only five graduates had been interviewed. In general, graduates stated they did not wish to be interviewed at work or at home or to respond to the items on the survey form over the telephone. Many did indicate they would complete and return the survey form immediately if it were mailed to them. Since this phase of the project was to be completed in less than three weeks a decision was made to concentrate on the revised procedure.

Telephone contact was made with the graduate, parent of the graduate or another person who could provide a different telephone number or firm address. There were 177 graduates who were located in this way. Workers in Baker, Union and Columbia counties hand carried the survey form to thirty-three graduates.

The mailout portion of this procedure consisted of the survey form; a notation requesting a prompt return; and a folded college-addressed, stamped business envelope inside a regular LCCC business envelope. The graduates' addresses were written on the face of the envelope and the packet first-class stamped by postal meter.

PHASE THREE

The 13% response produced by the November 15, 1973 mailout prompted a decision to perform a second mailing by the end of January 1974. The inadequate response and the fact that no undeliverable mail had been returned from the November 1973 mailing prompted an investigation into more economical and effective methods.

The 1968-1972 graduates who had not responded to the November mailing and for whom addresses could be verified as correct were followed up in order to concentrate on a recent and fairly sizeable group of graduates. Manila envelopes, 6½ by 9½ inches, with the college bulk rate permit number were used. "Address Correction Requested" was stamped below the return address in the upper left hand corner. (This notation means that the sender will pay twelve cents for each address change or undeliverable item of mail.)

The LCCC first class permit number was determined by checking with the Business Office and the Lake City Post Office. The first class permit and the college return-address were printed on regular college business envelopes. With this procedure only the envelopes actually returned to the sender cost the full first class postage.

The packet of materials included a brief letter on college stationery explaining the survey and the form; a copy of the survey form; and the college-addressed, first-class permit stamped return envelope. Stick-on name and address labels from the college computer center were checked and corrected and attached to the packets. The 616 packets were sorted according to zip code and arranged in bundles of 200 for mailing on January 31, 1974.

PHASE FOUR

The completed survey forms were organized according to year of graduation. Returns totaled 646 for the years 1948-1973, of which 509 were for the period 1968-1972. Assistance in organizing the layout for key punching the study returns was provided by the LCCC Director of Development, the Director of the Inter-Institutional Research Council, and the Director of the Needs Assessment Project. The Lake City Community College Director of Computer Activities made available a capable student assistant to do the key punching. This work was completed by mid-April.

Key punched cards were delivered to the Director of the IRC in Gainesville in order to create a program for analysis of the data. Several trial runs were made on the computer to determine the effectiveness of the program. A number of problems with the program were noted but within a short period of time they were solved. The most serious problem occurred as a result of the need to punch two cards for each survey form. Inadvertently omitted was any coding that tied the two (paired) cards together. The error was eliminated by intensively searching the card deck.

Between May 1 and May 4, 1974 the computer at the Northeast Regional Data Center in Gainesville was used to print an analysis of the data from the returns. These data analyses will be available to Lake City Community College decision-makers.

PART III

ANALYSIS OF RESULTS OF LAKE CITY COMMUNITY COLLEGE GRADUATE FOLLOW-UP SURVEY

The Lake City Community College graduate follow-up survey included successful students in vocational, technical, and general education programs covering a period of twenty-six years. In order to more easily describe the results, the analysis was divided into five sections. Data from the 1948-1967 LCCC graduates are described in Section A; from 1968-1972 graduates in Section B; and from the 1973 graduates in Section C. A comparison of selected areas from the three fields (a) 1948-1967; (b) 1968-1972; and (c) 1973 is shown in Section D. In Section E is shown a comparison of selected areas for the AS and AA graduates for the years 1968-1972.

SECTION A: 1948-1967 LCCC GRADUATES FROM COMPUTER ANALYSIS OF SURVEY RESULTS

Printout of the 1948-1967 survey returns showed that 164 forms (25.4% of all returns) were key punched and processed. Of this number 39 (23.8%) were AA degree graduates, and 125 (76.2%) were designated AS degree graduates.

The distribution of respondents in the AS and AA degree categories is shown Table 1.

TABLE 1

Distribution of Respondents by Programs, 1948-1967

Program	Number	%
Forestry	110	67.1
Forest Technology	4	2.4
Police Science	1	0.6
Landscape Operations	1	0.6
Secretarial	3	1.8
Nursing	3	1.8
Civil Engineering	3	1.8
AA	39	23.8
	164	100.0

The major reason selected for attending LCCC (Table 2) was that the courses the graduate wanted were being offered. Ranking second was a similar reason, that of the availability of a special program.

TABLE 2

Ranking of Reasons for Attending LCCC, 1948-1967

Reason	Rank	Relative % of Response
Courses I wanted were offered	1	29.9
A special program was available	2	26.0
Reputation of the school	3	20.5
Student body size	4	7.3
Parents' influence	5	5.9
Either visited college or some- one from college visited my school	6	5.9
A friend was attending	7	4.5
		<u>100.0</u>

Less than 4%, only 6, of the 1948-1967 group indicated they changed majors or programs.

A check of the year in which the student graduated compared with his date of entrance showed that 97.8% (Table 3) completed their work in either one or two years. The average length of time to complete the work was 1.3 years.

TABLE 3

Years of Attendance to Complete Program, 1948-1967

Time	Number	%
1 year or less	100	73.0
2 years	34	24.8
3 years	2	1.5
7 years	1	0.7
	<u>137</u>	<u>100.0</u>
No response = 27		

From 1947 through 1962 the only program at the present LCCC campus was for one year in the School of Forestry. From 1962 both one- and two-year programs relating to vocational, technical, and general education have flourished.

Graduates from the 1948-1967 period ranked as the number one way in which LCCC helped them the statement "to get a good job". A very close second was that of getting an education inexpensively. Very few indicated that LCCC helped "in no way particular". The rankings of the six areas are shown in Table 4.

TABLE 4

Ranking of How Graduates Were Helped by Attending LCCC, 1948-1967

How LCCC Helped	Rank	Relative %
To get a good job	1	23.7
To get an education inexpensively	2	22.4
To appreciate the value of an education	3	18.7
To decide what I want to be in life	4	17.5
By providing academic background for further study	5	16.6
In no way particular	6	1.1

The "work while in college" question showed that 37.8% of the graduates worked. There were 6.7% who worked full-time, or more than thirty hours per week. The largest group (14%) worked between eleven and twenty hours per week. An income of over \$100 per month was earned by 27.4% of the respondents.

While at LCCC nearly three-fourths (73.8%) of the 164 received financial assistance (Table 5). The family was the source of support most frequently mentioned.

TABLE 5

Sources of Financial Assistance 1948-1967

Source	Number	%
Family	80	49.7
Scholarship	29	18.0
Loan	19	11.8
VA	18	11.2
Work Study	8	5.0
Student Assistant	7	4.3
	<u>161</u>	<u>100.0</u>

No Responses = 3

There were 95 or 58.3% of the 1948-1967 graduates who reported enrolling in additional educational programs after they graduated from LCCC. The breakdown of continued education is shown in Table 6.

TABLE 6

Degrees Earned Beyond AA, AS: 1948-1967

Degree	Number	%
Bachelors	47	49.5
Masters	5	5.3
Doctors	1	1.0
Other*	16	16.8
Continued education but did not complete another degree	26	27.4
	<u>95</u>	<u>100.0</u>

*Category includes those in school currently working toward the baccalaureate, technical certificates, or terminal and company or occupation provided certificate programs.

More than half, 55.8%, of those reporting going on in education completed at least one degree beyond that earned at LCCC.

There were 152 or 92.7% of the respondents in this group who indicated

they were working. None of the remainder indicated that they were looking for work.

Salaries reported by the 1948-1967 graduates (Table 7) clustered at the top end of the scale. Of those providing a figure the largest number (34) were earning between \$10,000 and \$12,000 per year. The average salary for the group, 116 cases, appeared to be approximately \$11,000 per year.

TABLE 7

Salaries Reported by 1948-1967 Graduates

Salary Range	Number	%
Less than \$4000	2	1.7
\$4000 to \$5999	4	3.4
\$6000 to \$7999	8	6.9
\$8000 to \$9999	22	19.0
\$10000 to \$11999	34	29.3
\$12000 to \$13999	22	19.0
Over \$14000	24	20.7
	<u>116</u>	<u>100.0</u>

More graduates were presently working in jobs that were in the same field as their LCCC program than was true of their first job, as shown in Table 8.

TABLE 8

Relationship of Job to LCCC Program, 1948-1967

First Job and LCCC Program			Present Job and LCC Program	
Relationship	Number	%	Number	%
Same Field	77	47.0	85	51.8
Related Field	23	14.0	24	14.6
Different Field	16	9.8	42	25.6
No Response	48	29.3	13	7.9
	<u>164</u>	<u>100.0</u>	<u>164</u>	<u>100.0</u>

Of the 164 graduates 75 (46%) stated they received help in transferring or in finding a job. A ranking of those at LCCC who gave the best help showed Faculty - 1; Department Head - 2; Other - 3; Counselor - 4; Program Director - 5; and Advisor - 6.

As shown in Table 9 graduates from the 1948-1967 period indicated that more than seventy-five percent of their number made use of the services of the cafeteria, library, and recreation room. Over fifty percent used the counseling and career information services and participated in intramurals.

TABLE 9

Percentage of Students Using LCCC Areas or Services, 1948-1967

<u>Area or Service</u>	<u>% of Student Use</u>
Cafeteria	83.8
Library	79.9
Recreation Room	77.3
Counseling	59.0
Intramurals	54.2
Career Information	50.4
Gymnasium	38.8
Reading Center	30.8
Mathematics Lab	22.3
Clinic	16.4

When asked to rate the quality of thirteen campus functions more than eighty percent of the 1948-1967 graduates rated Teaching as "good", the highest rating. More than half gave "good" ratings to Registration, Admissions, Scheduling, and Cafeteria. Less than thirty percent gave "good" ratings to Student Government, and Bookstore. The comparison of "good" ratings can be seen in Table 10.

TABLE 10

Percentage of Good Ratings of Thirteen Campus Functions, 1948-1967

Function	Rank	% Rating Good	Function	Rank	% Rating Good
Teaching	1	83.6	Equipment	7	38.2
Registration	2	60.1	Housing	8	37.9
Admissions	3	59.5	Orientation	9	37.3
Scheduling	4	59.2	Library	10	35.3
Cafeteria	5	51.3	Student Activities	11	34.2
Advising	6	46.0	Student Government	12	29.7
			Bookstore	13	25.0

The greatest number of 1948-1967 graduates, 123 or 75% indicated they would recommend LCCC for learning a profession (Technical or Vocational). Fifty-four (33%) stated that they would recommend LCCC to anyone planning to enter college, while 37 or 23% recommended LCCC for basic academic studies. There were 9 or 5.5% who recommended LCCC only to students unable to go elsewhere.

Graduates were requested to indicate the types of special help that should be provided for LCCC students. A compilation of the data is shown in Table 11. The areas where students needed the greatest amount of help were in Doing Research, English, and Writing Term Papers. Other areas where students needed help were Mathematics, Course Selection, Taking Tests, and Program Selection. Areas where help was least needed were History, Reading, and Personal Problems.

TABLE 11

Percentage of Graduates Indicating Areas Where College Should Provide Special Help for Students, 1948-1967

Type of Help	% Marking	Type of Help	% Marking
Doing Research	34.8	Scheduling Classes	15.2
English	29.9	Career Choices	11.6
Writing Term Papers	28.7	Science	9.8
Mathematics	24.4	How to Study	9.1
Course Selection	24.4	Humanities	7.3
Taking Tests	22.6	Personal Problems	3.0
Program Selection	20.1	Reading	2.4
Finding Jobs	18.9	History	2.4

SECTION B: 1968-1972 LCCC GRADUATES FROM COMPUTER ANALYSIS OF SURVEY RESULTS

Printout of the 1968-1972 returns showed that 345 cards (53.4% of all returns) were punched and processed. Of this number 173 (50.1%) were AA degree graduates, 172 (49.9%) were designated AS degree graduates.

The distribution of respondents in the AS and AA categories is shown in Table 12.

TABLE 12

Distribution of Respondents by Programs, 1968-1972

Program	Number	%	Program	Number	%
Timber Harvesting	8	2.3	Cosmetology	9	2.6
Forestry	31	9.0	Secretarial	26	7.5
Forest Technology	4	1.2	Business	11	3.2
Park Management	21	6.1	Nursing	29	8.4
Corrections	6	1.7	Civil Engineering	7	2.0
Police Science	1	0.3	Auto Mechanics	2	0.6
Golf Course Operations	6	1.7	Brick & Block Masonry	3	0.9
Landscape Operations	8	2.3	AA	173	50.1
			TOTALS	345	100.0

Two-year programs listed are: For Park Management; Police Science;

Golf Course Operations; Landscape Operations; Cosmetology; Secretarial; Business; Nursing; Civil Engineering; and AA (General education). The one-year programs are: Timber Harvesting; Forest Technology; Corrections; Auto Mechanics; and Brick and Block Masonry.

The major reason selected for attending LCCC (Table 13) was that the courses the graduate wanted were being offered. Ranking second was a similar reason, that of the availability of a special program. The ranking is as follows for the 1968-1972 group:

TABLE 13

Ranking of Reasons for Attending LCCC, 1968-1972

Reason	Rank	Relative %
Courses I wanted were offered	1	23.8
A special program was available	2	18.2
Reputation of the school	3	15.6
Student body size	4	11.9
Either I visited college or someone from the college visited my school	5	11.6
Parent's influence	6	10.4
A friend was attending	7	8.5

Slightly more than 15% of the 1968-1972 group indicated they changed majors or programs.

A check of the year in which the student graduated compared with the date of entrance showed that 82.3% (Table 14) completed their work in either one or two years. The average length of time for 1968-1972 graduates to complete their program requirements was 2.1 years. There were thirty-one who were enrolled for three years and twenty-two whose enrollment covered a period of from four to more than nine years. Circumstances that produce the necessity for individuals to extend the enrollment period beyond the expected one or two years varies greatly. Examples are: (1) The combination of pre-

requisites for upper division work and change of student goals may require one or more additional semesters; (2) Illness during one semester may cause student to interrupt the sequence of courses requiring another year; (3) Full-time employment and part-time schooling; (4) The minimum number of hours and the completion of specified tasks in vocational programs are seldom fulfilled in one-year; (5) Programs with limited enrollment produce waiting lists and students who often complete both the AA and AS degrees; (6) Students who fail courses and programs but who will continue to try until they do succeed; and (7) Persons who attend all the night courses, one or two a semester and then go full time to complete the degree. (Note: One of the 1971 graduates enrolled the first semester the college began in 1962.)

TABLE 14

Years of Attendance to Complete Program, 1968-1972

Time	Number	%
1 year or less	70	23.3
2 years	177	51.3
3 years	31	9.0
4 years	9	2.6
5 years	2	0.6
6 years	3	0.9
7 years	5	1.4
8 years	2	0.6
9 years or more	1	0.3
	<u>300</u>	<u>100.0</u>
No Response = 45		

Graduates from the 1968-1972 period ranked as the number one way in which LCCC helped them the statement "to get an education inexpensively". A close second was that of "provided academic background for further study". The rankings of the six areas are shown in Table 15.

TABLE 15

Ranking of How Graduates Were Helped by Attending LCCC, 1968-1972

How LCCC Helped	Rank	Relative %
To get an education inexpensively	1	24.4
Provided academic background for further study	2	22.5
To appreciate the value of an education	3	18.7
To get a good job	4	15.6
To decide what I want to be in life	5	13.0
In no way particular	6	5.8

The "work while in college" question showed that 60.5% of the graduates worked. More than half (53.6%) of this group worked between 11 and 20 hours per week. Another large segment, 24.2%, worked more than 31 hours a week while attending school. This relates closely to the information that 146 or 42.3% of the 345 respondents reported monthly earnings in excess of \$100.00 per month while in college.

While at LCCC nearly three-fourths (73.3%) of the 345 received financial assistance (Table 16). The family was the source of funds most frequently mentioned.

TABLE 16

Sources of Financial Assistance, 1968-1972

Source	Number	%
Family	107	31.0
Work Study	81	23.5
Loan	62	18.0
VA	54	15.7
Scholarship	33	9.6
Student Assistant	31	9.0
	<u>368*</u>	<u>106.8*</u>

*Several students had more than one source of financial assistance.

There were 214 or 62.0% of the graduates who reported enrolling in additional educational programs after graduating from LCCC, with over half earning a Bachelor degree. The breakdown of continued education is shown in Table 17.

TABLE 17

Degrees Earned Beyond AA, AS, 1968-1972

Degree	Number	%
Bachelors	108	50.8
Masters	2	0.9
Other*	51	23.6
Continued education, but did not complete another degree	53	24.7
	<u>214</u>	<u>100.0</u>

*Category includes those respondents who had received additional technical certificates, and occupational certificates or who were currently in school working toward the baccalaureate degree.

More than three-fourths, 75.3%, of those that reported continuing with their formal education after LCCC graduation completed another degree program.

There were 295 or 85.5% of the respondents who indicated they were working. Only 6 or 1.7% stated they were looking for work. Thirty-nine or 11.4% were not working.

Salaries reported by the 1968-1972 graduates (Table 18) showed considerable variation. Of those providing a figure the largest number (72) were earning between \$6000 and \$8000 per year. The average salary for the group, 210 cases, appeared to be approximately \$8000 per year.

TABLE 18

Salaries Reported by 1968-1972 Graduates

Salary	Number	%
Less than \$4000	22	10.5
\$4000 to \$5999	25	11.9
\$6000 to \$7999	72	34.3
\$8000 to \$9999	46	21.9
\$10000 to \$11999	15	7.1
\$12000 to \$13999	15	7.1
over \$14000	15	7.1

More graduates worked in jobs that were in the same field as their LCCC program in the case of the first job they held than was true of their present job, as shown in Table 19.

TABLE 19

Relationship of Job to LCCC Program, 1968-1972

First Job & LCCC Program		Present Job & LCCC Program	
Number	%	Number	%
Same Field 103	29.9	147	42.6
Related Field 26	7.5	63	18.3
Different Field 51	14.8	93	27.0
No Response 165	47.8	42	12.2

Of the 345 graduates, 166 (48%) stated they received help in transferring or in finding a job. A ranking of those at LCCC giving the best help showed Faculty - 1; Advisor - 2; Program Director - 3; Department Head - 4; Counselor - 5; and Other - 6.

As shown in Table 20 graduates from the 1968-1972 period indicated that more than ninety percent of their number made use of the services of the library and the cafeteria. Over seventy percent used the counseling services and over sixty-five percent used the gymnasium.

TABLE 20

Percentage of Students Using LCCC Areas or Services, 1968-1972

Area or Service	% of Student Use
Library	96.4
Cafeteria	92.0
Counseling	73.5
Gymnasium	65.7
Reading Center	58.7
Clinic	52.4
Career Information	47.9
Recreation Room	47.7
Intramurals	43.3
Mathematics Lab	34.8

When asked to rate the quality of thirteen campus functions Teaching was rated "good" by 77.9% of the 1968-1972 graduates. The Library was given "good" ratings by over seventy-five percent, while more than fifty percent gave this rating to Admissions, Bookstore, Registration, Scheduling, and Equipment. The comparison of "good" ratings can be seen in Table 21.

TABLE 21

Percentage of Good Ratings of Thirteen Campus Functions, 1968-1972

Function	Rating	%	Function	Rating	%
Teaching	1	77.9	Equipment	7	52.7
Library	2	75.0	Advising	8	49.4
Admissions	3	62.4	Cafeteria	9	38.6
Bookstore	4	57.9	Student Acti-		
Registration	5	57.3	vities	10	33.1
Scheduling	6	56.3	Orientation	11	30.0
			Housing	12	25.4
			Student Govern-		
			ment	13	22.1

There were 199 or 58% indicated they would recommend LCCC to anyone

planning to enter college. Two less, or 197, (57%) recommended LCCC for anyone learning a profession (Technical or Vocational). LCCC was recommended by 166 for basic academic studies. There were 19 or 5.5% of the 345 who recommended LCCC only to students unable to go elsewhere.

Graduates were requested to indicate the types of special help that should be provided for LCCC students. The area where 1968-1972 graduates indicated students needed the greatest amount of help was that of "Doing Research". Other areas where a strong need for help was noted were "Writing Term Papers", Course Selection, Scheduling Classes, Program Selection, and Finding Jobs. Areas where help was needed least were History and Reading. A compilation of the data is shown in Table 22.

TABLE 22

Percentage of Graduates Indicating Areas Where College Should Provide Special Help For Students, 1968-1972

Type of Help	% Marking	Type of Help	% Marking
Doing Research	40.0	Mathematics	21.8
Writing Term Papers	35.8	How to Study	19.7
Course Selection	34.2	Personal Problems	19.4
Scheduling Classes	30.6	Science	12.7
Program Selection	30.3	Humanities	11.5
Finding Jobs	27.9	Reading	7.6
		History	7.0
Taking Tests	23.3		
Career Choices	22.7		
English	22.4		

SECTION C: 1973 LCCC GRADUATES FROM COMPUTER ANALYSIS OF RESULTS

An attempt was made to reach 1973 graduates in the immediate vicinity of the college. The 1973 graduates selected were those who had not previously responded to a mass tryout mailing of a double-fold postcard information blank. Good addresses and a number of contacts were made both by

telephone and in person.

The printout of the 1973 returns showed that 137 cards (21.2% of all returns) were punched and processed. Of this number 71 (51.9%) were AA degree graduates and 66 (48.1%) were designated AS degree graduates.

The distribution of respondents in the AS and AA categories is shown in Table 23.

TABLE 23

Distribution of 1973 Respondents by Programs

Program	Number	%	Program	Number	%
Timber Harvesting	3	2.2	Cosmetology	1	0.7
Forestry	8	5.8	Secretarial	4	2.9
Forest Technology	1	0.7	Business	3	2.2
Park Management	6	4.4	Nursing	13	9.5
Corrections	13	9.5	Civil Engineering	3	2.2
Police Science	2	1.5	Auto Mechanics	3	2.2
Golf Course Operations	5	3.6	AA	71	51.9
Landscape Operations	1	0.7	TOTAL	137	100.0

The major reason selected for attending LCCC (Table 24) was that the courses the graduate wanted were being offered. Ranking second was a similar reason, that of the availability of a special program. The two reasons influenced nearly sixty percent (58.3%) of the graduates to attend LCCC. The ranking is as follows for the 1973 group.

TABLE 24

Ranking of Reasons for Attending LCCC, 1973

Reason	Rank	Relative %
Courses I wanted were offered	1	32.7
A special program was available	2	25.6
Reputation of the school	3	14.5
Either I visited college or someone from college visited my school	4	7.7
Parents' influence	5	7.2
Size	6	7.2
A friend was attending	7	5.1

Slightly more than 12% of the 1973 group indicated they changed majors or programs.

A check of the year in which the student entered compared with the year of graduation showed that 70.2% (Table 25) completed their work in one or two years. A sizeable group 25% did take 3 or 4 years to complete their programs; thus, the average length of time to complete the work was 2.45 years.

TABLE 25

Years of Attendance to Complete Program, 1973

Time	Number	%
1 year or less	11	10.6
2 years	62	59.6
3 years	16	15.4
4 years	10	9.6
5 years	2	1.9
6 years	1	1.0
7 years	1	1.0
9 years	1	1.0
	<u>104</u>	<u>100.0</u>

No Responses = 33

The 1973 graduates ranked "provided academic background for further study" as the number one way in which LCCC helped them. A close second was the statement "to get an education inexpensively". The rankings of the six areas are shown in Table 26.

TABLE 26

Ranking of How Graduates Were Helped by Attending LCCC, 1973

How LCCC Helped	Rank	Relative %
Provided academic background for further study	1	31.6
To get an education inexpensively	2	28.6
To get a good job	3	15.1
To appreciate the value of an education	4	11.7
To decide what I want to be in life	5	10.0
In no way particular	6	3.0

The "work while attending college" question showed that 73.5% of the graduates worked. Less than one-half of this group (45.3%) worked between 11 and 20 hours per week. An almost equal percentage (42.1%) worked more than 31 hours a week while attending school. This relates closely to the information that 81 or 59.1% of the 137 respondents reported monthly earnings in excess of \$100.00 per month while attending college.

While at LCCC over three-fourths (78.1%) of the 137 received financial assistance (Table 27). The Veterans Administration was the source of funds most frequently mentioned.

TABLE 27

Sources of Financial Assistance, 1973

Source	Number	%
VA	43	31.4
Family	34	24.8
Loan	23	16.8
Work Study	16	11.7
Scholarship	16	11.7
Student Assistant	10	7.3
	142*	103.7*

*Several students had more than one source of financial assistance.

There were 72 or 52.6% of the graduates who reported enrolling in additional educational programs after LCCC. The breakdown of continued education is shown in Table 28.

TABLE 28

Degrees Earned Beyond A1, AS, 1973

Degree	Number	%
Bachelors	5	7.0
Masters	0	0.0
Other*	36	50.0
Continued education but did not complete another degree	31	43.0

*Category includes those in school currently working toward the baccalaureate, technical certificates, or terminal and company provided certificate programs.

It is of interest to note that 41 or 57% of the 1973 graduates had taken one year or less to complete an additional degree program, including the Bachelors degree by mid-March of 1974.

There were 103 or 75.2% of the respondents who indicated they were working. There were 5 or 3.6% who stated they were looking for work. Twenty-six or 19.8% were not working.

Salaries reported by the 1973 graduates (Table 29) showed considerable variation. Of those providing a figure the largest number (20) were earning between \$8000 and \$10000 per year. The average salary for the group, 70 cases, appeared to be approximately \$7900 per year.

TABLE 29

Salaries Reported by 1973 Graduates

Salary	Number	%
Less than \$4000	11	15.7
\$4000 to \$5999	8	11.4
\$6000 to \$7999	18	25.7
\$8000 to \$9999	20	28.6
\$10000 to \$11999	8	11.4
\$12000 to \$13999	2	2.9
Over \$14000	3	4.3
	<u>70</u>	<u>100.0</u>

More graduates were working in jobs that were in the same field as their LCCC program at present than was true of the first job they held, as shown in Table 30.

TABLE 30

Relationship of Job to LCCC Program, 1973

First Job & LCCC Program			Present Job & LCCC Program		
	Number	%		Number	%
Same Field	27	19.7		58	42.3
Related Field	9	6.6		15	10.9
Different Field	22	16.1		33	24.1
No Response	79	57.7		31	22.6
	<u>137</u>	<u>100.0</u>		<u>137</u>	<u>100.0</u>

Of the 137 graduates 52 (38%) stated they received help in transferring or in finding a job. A ranking of those giving the best help showed: Faculty - 1; Advisor - 2; Program Director - 3; Other - 4; Department Head - 5; and Counselor - 6.

As shown in Table 31 graduates from the 1973 group indicated that slightly less than ninety percent (89.1%) of their number made use of the library. Over sixty-five percent used the cafeteria and the counseling services.

TABLE 31

Percentage of Students Using LCCC Areas or Services, 1973	
Area or Service	% of Student Use
Library	89.1
Cafeteria	73.3
Counseling	66.7
Gymnasium	56.5
Reading Center	43.2
Career Information	34.7
Mathematics Lab	32.0
Clinic	31.1
Recreation Room	19.7
Intramurals	18.2

When asked to rate the quality of thirteen campus functions Teaching was rated "good" by 76.9% of the 1973 graduates. The Library and the Bookstore were given "good" ratings by over sixty percent, while more than fifty percent gave this rating to Admissions, Registration, and Scheduling.

The comparison of "good" ratings can be seen in Table 32.

TABLE 32

Percentage of Good Ratings of Thirteen Campus Functions, 1973					
Function	Rating	%	Function	Rating	%
Teaching	1	76.9	Advising	7	48.1
Library	2	64.6	Equipment	8	42.3
Bookstore	3	60.9	Orientation	9	19.7
Admissions	4	58.9	Student Acti-		
Registration	5	58.6	vities	10	12.2
Scheduling	6	50.4	Cafeteria	11	11.1
			Housing	12	9.6
			Student Govern-		
			ment	13	8.9

There were 67 (48.8%) who indicated they would recommend LCCC to anyone for learning a profession (Technical or Vocational). An equal number, 67, would recommend LCCC to anyone planning to enter college. Sixty-three or 46% would recommend LCCC for basic academic studies. There were 9 of the 137 (6.6%) who recommended LCCC only to students unable to go elsewhere.

Graduates were requested to indicate the types of special help that should be provided for LCCC students. The area where 1973 graduates indicated students needed the most help was that of Doing Research. Other areas where a strong need for help was noted were Writing Term Papers, Scheduling Classes, Program Selection, Finding Jobs, and Course Selection. Areas where help was needed least were Reading and History. A compilation of the data is shown in Table 33.

TABLE 33

Percentage of Graduates Indicating Areas Where College Should Provide Special Help For Students, 1973

Type of Help	% Marking	Type of Help	% Marking
Doing Research	38.7	Personal Problems	18.2
Writing Term Papers	27.7	Taking Tests	17.5
Scheduling Classes	26.3	English	17.5
Program Selection	25.5	Humanities	15.3
Finding Jobs	25.5	Career Choices	13.9
Course Selection	24.1	Science	12.4
Mathematics	21.9	History	8.0
How to Study	19.0	Reading	5.1

SECTION D: LCCC FOLLOW-UP STUDY OF 1948-1973 GRADUATES: COMPARISON OF SELECTED AREAS FROM THE THREE FIELDS (1) 1948-1967 GRADUATES; (2) 1968-1972 GRADUATES; AND (3) 1973 GRADUATES.

In order to provide a better grasp of the survey results several areas were compared. The areas chosen were (a) geographical distribution; (b) degrees earned beyond community college of graduates; (c) employment status of graduates; (d) relationship between college program and graduate's first and

present job; (e) reasons for attending LCCC; (f) ratings of thirteen campus functions by graduates; (g) rankings of how graduates were helped by attending LCCC.

Lake City Community College graduates are located throughout the United States. The tabulations from the addresses of graduates who responded to this item (Table 34) show that over one-half of the 1948-1967 group reside outside the state of Florida. However, in the cases of both the 1968-1972 and 1973 graduates more than three-fourths live in Florida. Several explanations may be offered, one or more of which could be the reason: (1) during 1948-1967 the out-of-state students were proportionately greater in number in the enrollment; (2) employment opportunities in Florida have improved since 1967; and (3) graduates become more widely scattered as the number of years from the time of graduation increases.

TABLE 34

Geographical Distribution of 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Location	1948-1967		1968-1972		1973	
	Number	%	Number	%	Number	%
Florida	72	44	242	76	120	88
Out of State	90	56	74	23	15	12
South and Southeast	(70)		(47)		(10)	
North Central and Northeast	(13)		(18)		(3)	
Southwest	(3)		(4)		(1)	
Midwest and West	(4)		(5)		(1)	
Outside USA	0	0	2	1	0	0
	162	100.0	318	100.0	135	100.0

Table 35 shows that some type of formal educational process attracted 381 (59%) of the 646 graduates. More than half of the respondents in each of the three groups had enrolled in additional educational programs. At the time of the survey graduates reported earning a total of 160 Bachelors degrees, 7 Masters, and one Doctorate. There were 103 degrees in the "Other"

category, which included the graduates in school working toward the baccalaureate, technical certificates, or terminal and company or occupation provided certificate programs.

TABLE 35

Degrees Earned Beyond Community College by 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Degree	1948-1967		1968-1972		1973	
	Number	%	Number	%	Number	%
Bachelors	47	49.5	108	50.8	5	7.0
Masters	5	5.3	2	0.9		
Doctors	1	1.0				
Other	16	16.8	51	23.6	36	50.0
Did Not Complete	26	27.4	53	24.7	31	43.0
	95	100.0	214	100.0	72	100.0

More than half of the graduates in each of the three groups reported enrolling in additional educational programs. They have earned a total of 160 Bachelor's degrees (5 in the 1973 group), 7 Master's degrees, 1 Doctorate, and 103 other types of degrees.

In Table 36 it is indicated that the greatest percentage, 92.7%, of the graduates who were employed were in the 1948-1967 group. The percentage decreased to 85.5% for 1968-1972, and then to 75.2% for the 1973 graduates. Factors involved include continuing education beyond community college and the probability of women remaining at home to take care of young children.

TABLE 36

Employment Status of 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Employment Status	1948-1967		1968-1972		1973	
	Number	%	Number	%	Number	%
Working	152	92.7	295	85.5	103	75.2
Not Working	11	6.7	39	11.4	26	19.0
Looking for Work	0	0.0	6	1.7	5	3.6
No Response	1	0.6	5	1.4	3	2.2
	164	100.0	345	100.0	137	100.0

The results of tabulations of responses to the item of the relationship of the graduate's first job to his college program (Table 37) gives a curious mixture of information. Almost one-half (47.0%) of the 1948-1967 group were employed in a first job that was in the same field as their college program. However, this ratio had dropped to less than a third (29.9%) for the 1968-1972 graduates, and below one-fifth (19.7%) for the 1973 group. On the other hand, graduates have indicated only a minor degree of employment in fields different from their LCCC Program. Only a nominal increase from 9.8% for 1948-1967 to 16.1% for 1973 was noted. From these data it is obvious that fewer and fewer students are being employed in a first job that is in the same field or one related to their college program.

TABLE 37

Relationship of First Job to LCCC Program, 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Relationship of First Job to Program	1948-1967		1968-1972		1973	
	Number	%	Number	%	Number	%
Same Field	77	47.0	103	29.9	27	19.7
Related Field	23	14.0	26	7.5	9	6.6
Different Field	16	9.8	51	14.8	22	16.1
No Response	48	29.3	165	47.8	79	57.7
	164	100.0	345	100.0	137	100.0

A comparison of the graduates' present jobs and how they related to their LCCC Programs is shown in Table 38. Data for the three groups show that over half of the graduates are presently employed in the same field or one related to their college program. Approximately one-fourth of all respondents are working in a different field than that of their LCCC Program.

An examination of the data in Tables 37 and 38 shows that a significantly greater percentage of 1968-1972 and 1973 graduates are now working in jobs related to their LCCC Program than was true of the first job in which they were employed.

TABLE 38

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Relationship of Present Job to LCCC Program, 1948-1973 Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Relationship of Present Job to Program	1948-1967		1968-1972		1973	
	Number	%	Number	%	Number	%
Same Field	85	51.8	147	42.6	58	42.3
Related Field	24	14.6	63	18.3	15	10.9
Different Field	42	25.6	93	27.0	33	24.1
No Response	13	7.9	42	12.2	31	22.6
	164	100.0	345	100.0	137	100.0

Students apparently attend LCCC for one of two main reasons, either the courses they want are offered or certain special programs are available. Table 39 also shows that the top three reasons for attending the college have remained consistently in that position from 1948 through 1973. Also notable was that the least important reason, "a friend was attending", held that position in each of the 1948-1967, 1968-1972, and 1973 periods.

TABLE 39

Reasons Selected By 1948-1973 Graduates For Attending LCCC (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Reason	1948 - 1967		1968 - 1972		1973	
	Rank	Relative %	Rank	Relative %	Rank	Relative %
Courses I wanted were offered	1	29.9	1	23.8	1	32.7
A special program was available	2	26.0	2	18.2	2	25.6
Reputation of the school	3	20.5	3	15.6	3	14.5
Student body size	4	7.3	4	11.9	6	7.2
Parent's influence	5	5.9	5	11.6	5	7.2
I either visited the college or someone from the college visited my school	6	5.9	6	10.4	4	7.7
A friend was attending	7	4.5	7	8.5	7	5.1

The chart above indicates that the principal reason for attending Lake City Community College was that the school offered the courses the student wanted. A second strong reason was that the school offered a special program.

The least influential reason for attending LCCC was that of a friend in attendance at the school.

Graduates were asked to rate thirteen campus functions as "good", "fair", or "poor". Teaching was given "good" ratings by the greatest number of graduates in each of the groups, consistently ranking first among the thirteen functions as shown in Table 40. They have had a good opinion over the twenty-five year period of the Registration, Admissions, and Scheduling functions. The Cafeteria, given "good" ratings by more than half of the 1948-1967 group dropped significantly to a low of 11.1% as far as the 1973 graduates were concerned. The function of Student Government, never very highly considered by many had reached a low ebb of 8.9% by 1973. Striking changes of a positive nature occurred in the instances of the Library and the Bookstore. By 1973 the graduates "good" ratings for the two ranked them second and third among the thirteen functions.

TABLE 40

Percentage of Good Ratings of Thirteen Campus Functions of 1948-1973
Graduates (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Function	1948 - 1967		1968 - 1972		1973	
	Rank	%	Rank	%	Rank	%
Teaching	1	83.6	1	77.9	1	76.9
Registration	2	60.1	5	57.3	5	58.6
Admissions	3	59.5	3	62.4	4	58.9
Scheduling	4	59.2	6	56.3	6	50.4
Cafeteria	5	51.3	9	38.6	11	11.1
Advising	6	46.0	8	49.4	7	48.1
Equipment	7	38.2	7	52.7	8	42.3
Housing	8	37.9	12	25.4	12	9.6
Orientation	9	37.3	11	30.0	9	19.7
Library	10	35.3	2	75.0	2	64.6
Student Activities	11	34.2	10	33.1	10	12.2
Student Government	12	29.7	13	22.1	13	8.9
Bookstore	13	25.0	4	57.9	3	60.9

The data summarized in Table 41 show that some changes have taken place in the way in which the graduate views the benefits received from attending Lake City Community College. The primary benefit for the 1948-1967 group was "to get a good job". The 1968-1972 graduates established "to get an education inexpensively" as their first ranked choice of the benefits. By 1973 the selections designated "by providing academic background for further study" as the chief way in which the graduates were helped by attending LCCC. Ranking first, or as a strong second choice throughout the period covered by the survey was the benefit listed as "to get an education inexpensively". It is also worthy of note that relatively few of the respondents indicated that they had been helped "in no way particular" by the college.

TABLE 41

Rankings of How 1948-1973 Graduates Were Helped By Attending LCCC
(A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

How LCCC Helped	1948 - 1967		1968 - 1972		1973	
	Rank	Relative %	Rank	Relative %	Rank	Relative %
To get a good job	1	23.7	4	15.6	3	15.1
To get an education inexpensively	2	22.4	1	24.4	2	28.6
To appreciate the value of an education	3	18.7	3	18.7	4	11.7
To decide what I want to be in life	4	17.5	5	13.0	5	10.0
By providing academic background for further study	5	16.6	2	22.5	1	31.6
In no way particular	6	1.1	6	5.8	6	3.0

The table indicates that graduates have shifted their idea of the principal way in which they were helped from "getting a good job" to "providing academic background for further study". Ranking a close second is that of "getting an education inexpensively".

Graduates of Lake City Community College consistently recommended that special help should be provided for students in Doing Research and in Writing

Term Papers. Table 42 summarizes the data used for this observation. Four other areas that can be described as activities where students strongly need special help are Scheduling Classes, Program Selection, Finding Jobs, and Course Selection. Two areas where few of the 1948-1973 graduates have ever considered as needing special help for students are Reading and History.

TABLE 42

Percentage of Graduates Indicating Areas Where LCCC Should Provide Special Help for Students, 1948-1973 (A Comparison of the Three Fields: 1948-1967; 1968-1972; 1973)

Type of Help	1948 - 1967		1968 - 1972		1973	
	Rank	%	Rank	%	Rank	%
	Marking		Marking		Marking	
Doing Research	1	34.8	1	40.0	1	38.7
English	2	29.9	9	22.4	11	17.5
Writing Term Papers	3	28.7	2	35.8	2	27.7
Mathematics	4	24.4	10	21.8	7	21.9
Course Selection	5	24.4	3	34.2	6	24.1
Taking Tests	6	22.6	7	23.3	10	17.5
Program Selection	7	20.1	5	30.3	4	25.5
Finding Jobs	8	18.9	6	27.9	5	25.5
Scheduling Classes	9	15.2	4	30.6	3	26.3
Career Choices	10	11.6	8	22.7	13	13.9
Science	11	9.8	13	12.7	14	12.4
How to Study	12	9.1	11	19.7	8	19.0
Humanities	13	7.3	14	11.5	12	15.3
Personal Problems	14	3.0	12	19.4	9	18.2
Reading	15	2.4	15	7.6	16	5.1
History	16	2.4	16	7.0	15	8.0

Graduates consistently recommended that special help should be provided students in Doing Research, Writing Term Papers, and with Course Selection. An increasing need for help was noted in Program Selection, Scheduling Classes, Finding Jobs, and with Personal Problems.

Graduates also provided an overall picture of the way in which they viewed the college. In effect, this dealt with whether or not they could actually recommend LCCC to someone else. A strong positive tone was pre-

sented by the data. Among the 1948-1967 graduates and the 1973 graduates the percentages of those who recommended the college were nearly the same, 94.5% for the 1948-1967 group and 94.2% for those completing their work in 1973. The 1968-1972 graduates, largest of the three fields, showed a slightly higher percentage of recommendations. Of the 345 respondents in this group 96.2% recommended LCCC to others for their college work.

SECTION E: A COMPARISON OF THE RESPONSES OF AA DEGREE GRADUATES WITH THOSE OF AS DEGREE GRADUATES IN THE 1968-1972 FIELD.

The computer was programmed to determine whether or not AA degree graduates gave different responses to items on the survey form than AS degree graduates. The largest field, 1968-1972, with 345 respondents was selected for analysis. Of the 345 there were 172 designated AS and 173 as AA.

A look at what the graduates in this group were doing after graduation showed that 86.0% of the Associate of Art graduates had enrolled in additional education as compared with 38.8% of those holding the Associate of Science degree. Bachelor's degrees were earned by ninety-one (52.6%) of those with the AA. The AS group had done well for individuals in terminal programs by earning seventeen baccalaureate degrees. A Master's degree was attained by one respondent in each category.

There were seventy-six percent of the AA and ninety-six percent of the AS people who reported they were employed. The AS graduates indicated that seventy-five percent of their number were employed in a job that was either in the same field or in one related to their LCCC program, an improvement over the 51.8% who were so employed in their first jobs. Although expected, these were far higher percentages than computed for the AA graduates whose relationship between LCCC program and employment was forty-eight percent for the present job and 22.6% for the first job.

Both the 1968-1972 AA and AS graduates attended LCCC because the courses

they wanted were being offered. A close second for the AS group was that "a special program was available and the third ranked reason was that of the reputation of the college. The second and third choices of the AA graduates were the reputation of the college and "student body size".

The AA and the AS graduates ratings of the thirteen campus functions followed relatively the same order. One difference noted was that the AS group gave a higher percentage of "good" ratings than the AA's for every function. The top seven ratings, in order, were Teaching, Library, Admissions, Bookstore, Registration, Scheduling, and Advising.

A difference of opinion was noted in the responses to the survey item that asked how the college helped the graduate. The two influences considered as most important by the AA graduates were: (1) getting an education inexpensively and (2) providing a background for further study. The most important help given the AS graduate was that of getting a good job, and second that of getting an education inexpensively.

More than one-third of the 1968-1972 AA graduates participating considered that the college should provide special help in each of the following areas: Writing Term Papers; Doing Research; Scheduling Classes; Program Selection and Course Selection. Help in Finding Jobs was considered a need by over thirty percent of the AA respondents. (Table 43) Although ranked in a different order the first six areas of special help noted as student needs by the AA people were also the top six indicated by the AS degree graduates.

Lake City Community College was recommended by seventy percent of the AS degree graduates for learning a profession as compared with forty-four percent of the AA group. On the other hand, sixty-two percent of the AA people recommended the college for basic studies where as only thirty-four percent of the AS respondents recommended it for this purpose.

As far as other items were concerned there were no appreciable differences between the two groups of graduates. In fact, there was less than a two-hundred dollar difference in the annual salaries of the two. It was estimated that the average salary for the AA graduate was estimated at slightly over \$7900 and the AS at slightly over \$8160 a year. Both groups had about the same work patterns and obtained the same type of financial assistance while at LCCC. In addition, they made use of the services offered by the college in about the same degree. And the 1968-1972 AA and AS degree graduates had the same high regard for Lake City Community College permitting ninety-six percent of them to give their overall recommendation to the college.

TABLE 43

Comparison of 1968-1972 AA and AS Graduates Responses Indicating Where LCCC Should Provide Special Help for Students

Type of Help	AA		AS	
	%	Rank	%	Rank
Writing Term Papers	43.5	1	27.5	3
Doing Research	42.4	2	37.5	1
Scheduling Classes	38.2	3	22.5	6
Program Selection	37.1	4	23.1	5
Course Selection	35.9	5	32.5	2
Finding Jobs	31.2	6	24.4	4
English	27.6	7	16.9	10
Mathematics	25.9	8	17.5	9
Taking Tests	25.3	9	21.3	8
How to Study	23.5	10	15.6	12
Career Choice	23.5	10	21.9	7
Personal Problems	21.8	12	16.9	10
Science	18.2	13	6.9	15
Humanities	12.9	14	10.0	14
History	9.4	15	4.4	16
Reading	3.5	16	11.9	13

DISCUSSION

The present survey of the graduates of Lake City Community College is part of the Needs Assessment Project. As such it is intended to be used as a tool and not a quickly forgotten document resurrected only when another survey or study is to be made. The results of this type of survey point up strengths and weaknesses in services and procedures. The college decision-makers are then able to begin designing programs of continuous improvement to augment strengths and to find solutions to the problems that cause weaknesses. The accumulated data from the survey make possible a number of observations that should illustrate what this means.

Thirty percent of the 1948-1973 graduates of Lake City Community College are residing outside of the state of Florida. Whether or not the number of graduates represented by this figure requires a greater broadening of the concept of "community college" at LCCC should be considered by the decision-makers at the institution.

The college is considered by the graduates participating in the survey to possess both strengths and weaknesses. Responses indicate that students come to LCCC because it has what they want in terms of courses, programs, and general reputation. It is imperative that the wants and needs of prospective, as well as former students be studied in order to continue to provide for their educational and career needs.

Graduates were strongly positive in their rating of the teaching carried on at LCCC. Similar positive ratings were given the library, bookstore, admissions, registration, and scheduling. However, there have been several functions that have had reductions in quality ratings; among them are the cafeteria, housing, student government, and orientation. The reasons for

the decline should be determined as soon as it is possible to do so. Then the necessary changes should be made, even to the point of eliminating any of the functions that no longer serve a need.

It is apparent that the college mounts a program of offerings that has considerable flexibility. Evidence of this resides in the fact that an increasing percentage of students are employed while attending school and a larger number are working more hours. Possibly related to this is that the average length of time a student takes to complete the requirements for a degree has increased. In view of these factors the institution should make every effort to retain its flexibility of offerings and make certain that classes are being taught at times that meet consumer needs.

The graduates offered heavily weighted opinions about areas in which the college should provide help for students. A few, such as mathematics, English, humanities, and career choices, might be discounted because there are facilities where special help is available to students on the LCCC campus. On the other hand, if students are not aware of their existence or location the facility has little merit. Other areas that cannot be discounted are doing research, writing term papers, course selection program selection, scheduling classes, and finding jobs.

Particular emphasis was given to providing help for doing research and writing term papers by both the AA and the AS degree graduates. These appear to represent sufficiently serious needs for the institution to find ways of integrating a solution into the curriculum. Course selection, program selection scheduling classes and finding jobs are areas in which students are assisted by advisors and counselors. If advisors and counselors are unable to assist at the crucial and necessary times when students need them every effort should be made to solve the problem. This solution may include making more time available to advisors and counselors to perform the task, or

providing additional personnel. The item "finding jobs" is on its way to a solution since the creation of a Placement Office on the campus that will make job information and job placement services available to students. All of these areas of needed help for students require serious consideration by the college decision-makers. The graduates responding to the item were either expressing a personal need that they felt while at LCCC or problems had by other classmates. In either case this is a judgment being made by successful graduates of the college and must not be taken lightly.

Enrollment in additional educational programs beyond community college proved far more attractive to the AA degree holders than those with the AS. And since only a small percentage of the Associate of Science group completed another degree every effort should be made by the college to continue to link these essentially terminal programs with employment opportunities in the world of work. That the college is effective in this area is borne out by the fact that very few of the AS degree people are not employed. And also that a large percentage are employed in jobs that are in the same field or a field related to their LCCC program. Considerable improvement does need to be made in the relationship between the first job held and the LCCC program. Too many AS graduates reported working in a field different from that in which they were trained.

Both the Associate of Arts and the Associate of Science degree graduates considered "getting an education inexpensively" as one of the top two ways in which they were helped by the school. The other of the top reasons were in keeping with the program and goal of the two areas. On the one hand, the AA holders selected "providing a background for further study" and, on the other, AS degree people pointed up "to get a good job" as the other major help given by LCCC.

AS and AA graduates differed more markedly with respect to major reasons

for recommending attendance at Lake City Community College. A strong recommendation was given by the AS degree people for learning a profession. LCCC was similarly recommended by AA degree holders for the completion of basic studies.

The entire group of participating graduates overwhelmingly endorsed Lake City Community College and recommended it highly to all individuals seriously interested in attending college.

PART V

CRITIQUE OF THE STUDY

The broadest criticism that can be leveled at the study is that it was begun too quickly and without adequate preparation. Insufficient time was taken to review the literature and research existing studies to refine the instrument. In spite of these handicaps the data obtained and analyzed will be useful in decision-making.

The strongest positive statement that can be made is that having gone through the full cycle of the survey activity considerable learning has occurred.

Many of the problems encountered at all stages of the survey would have been eliminated had there been a complete and detailed plan of operation developed. The manner of plan implementation, and modification where necessary, should have involved all persons directly and marginally concerned.

Several suggestions of a more specific nature can be offered that should improve the study. The major changes and a number of minor ones are listed below:

(a) The use of a random sample of the graduates and an intensive effort to locate non-responders can produce a higher percentage of returns than the blanket mailing to a total population followed in the present study.

(b) A first-class stamped, self-addressed return envelope and a brief letter explaining the purpose of the survey should be the only additional item accompanying the survey form. If possible, the letter should be part of the form, printed on the front of the cover page.

(c) The survey form:

- (1) Should be printed and have a professional look
- (2) Should not request information available from college records
- (3) Should be organized to facilitate key punching or hand tabulating

(d) As a result of incomplete responses there were several items on the

survey form that needed revising.

- (1) Item No. 1 should include three more responses and ranking should be dropped from the instructions. "Close to home" and "inexpensive" were written in on several forms. One of the responses will be divided into two parts.
- (2) Items No. 2 and 3 will be dropped. Data in No. 2 can be readily obtained from the records. Important responses in Item 3 are included in other items.
- (3) Revision of Item No. 5 to elicit responses from full-time employed students, study-release people, and others.
- (4) Make two questions of Item No. 6 requesting more detailed information about continued education. Respondents did not always give the name of the school attended and seldom gave names of the other degrees earned.
- (5) Make the request for salary information optional. Graduates' remarks indicated a reluctance to write in specific figures or to complete the survey after this item.
- (6) Clarify Items No. 8 and 9 concerned with the relationships between the graduates' LCCC programs and their first and present jobs. Portions of the wording of Item No. 9 may have confused respondents.
- (7) Drop Item No. 10. It can be included in the revision of Item No. 11 that will differentiate between Transfer "Department Head" and Vo-Tech "Program Director".

(e) Key punching or hand tabulating of the data should begin as soon as the first returns are received. Two problems can be reduced in this way:

(1) a check of the work can spot flaws in the organization of the data or the mechanics of the process and (2) personnel can stay abreast of the flow of returns and reduce the pressures of any real or imagined deadlines.

(f) Responsible authority should decide how the data will be used before the mailout. This makes possible certain decisions regarding the kinds of analyses that will be performed on the data and how the final report will be written.

PART VI

SUMMARY, RECOMMENDATIONS AND SUGGESTED SURVEY PROCEDURES

SECTION A: SUMMARY

This study, a part of the Needs Assessment Project, was conducted primarily to develop an instrument that could help community college decision-makers determine the proportion of students that were working in areas related to what was studied in college. Additional information to be obtained included the reasons for attending college, graduates opinions about the college curriculum and services, and information about what the graduate is doing now. The survey form was sent to the 1948-1973 graduates of Lake City Community College.

Of the 2,213 graduates who were mailed survey forms 646, or 29% responded. The results, analyzed by computer, indicated that 44% were AA graduates and the remainder (56%) were AS graduates. There were forty-one percent presently employed in jobs related to their LCCC program.

The graduates attended LCCC because the courses they wanted (71%) were offered. Eighty-eight percent of the graduates did not change majors or programs. The graduates worked (58%) between eleven and twenty hours a week (46%) while in college. Seventy-five percent received financial assistance with the largest number (34%) supported by their family.

Little help was acknowledged by graduates in finding a job (20%) or in transferring to another school (26%). The best help (31%) came from faculty members. Graduates reported that the library (91%), cafeteria (86%), counseling (69%), and the gymnasium (58%) was used by over half their number. Many graduates put a stamp of approval on numerous campus functions. Among

them were: teaching (79%); library (63%); admissions (61%); registration (58%); scheduling (56%); and the bookstore (51%). Special help for students in a number of areas was suggested by a number of those participating in the study. Among the areas receiving the largest percentage of attention were: doing research (38%); writing term papers (32%); course selection (30%); program selection (27%); scheduling classes (26%) and finding jobs (25%).

Sixty percent of the graduates continued their education after LCCC, with forty-three percent earning degrees. They were employed (87%) full time (77%) at an average salary of \$8900 a year. Graduates saw LCCC as helping them get an education inexpensively (63%) and providing academic background for further study (57%). A total of ninety-five percent fully recommended Lake City Community College.

Some differences between the responses of AA degree and AS degree graduates were noted in the cross-tabulation analysis of the 1968-1972 respondents.

Few of the AS people (39%) continued their education after their Lake City experience as compared with AA degree holders (86%). More of the AS people (75%) were employed in a field for which they were prepared by their LCCC program than was true of those holding the AA (48%).

AA graduates felt the greatest help from the college was that it gave them an education inexpensively and by providing a background for further study. On the other hand, the AS people considered the help in getting a good job was the primary benefit, although they did rate as second in importance "getting an education inexpensively". AS degree graduates (70%) recommended LCCC as place for learning a profession and the AA people (62%) recommended the college for completion of basic studies. Other than a slight difference in priorities the responses of the two groups to most items were very much alike.

SECTION B: RECOMMENDATIONS

This study of the 1948-1973 graduates of Lake City Community College has pointed out certain strengths and weaknesses of the institution. Decision-makers at the college have a responsibility to use the data in order to help chart appropriate courses of action. Subsequent studies can determine the effectiveness of actions taken.

In an effort to assist the decision-makers with their task, the following recommendations are offered:

(1) Future student surveys should be made of representative samples rather than populations, and should be constructed clearly defined purposes in mind. These considerations can lead to lower survey costs in terms of dollars, time, and effectiveness.

(2) There has been a gradual increase in the percentage of graduates employed in jobs unrelated to their course work. Even in the case of the 1968-1972 AS graduates only slightly more than three-fourths are working in jobs related to their college program. In that same period sixty percent of the AA group reported working in college-program-related jobs. College personnel must create stronger liaisons with industry and the business community to identify the problems and improve the situation.

(3) Students enroll at LCCC because they can get the courses and the programs they want. If the institution is to continue to thrive continuing efforts should be made to determine the wants and needs of prospective students. As many contacts as possible should be made with high school faculty, including guidance personnel, in order to gain the information we need about the younger consumer. Conducting a variety of exploratory evening courses will provide clues to the interests of older adults. Programs can be developed through the use of this type of information.

(4) A long hard look at the cafeteria, orientation, student government, and housing should be taken. Students give them low ratings as to their quality. Whatever the reasons for the increasing dissatisfaction they should be identified. It is entirely possible they have outlined their purpose and should be eliminated or replaced.

(5) There should be special help provided for students in the six areas pointed up by the graduates: Doing research, writing term papers, course selection, program selection, scheduling classes and finding jobs. Teaching of the techniques of doing research and of term paper writing should be integrated into the curriculum. Advisors and counselors should be given time for helping students at crucial times and throughout the year with course selection program, selection, and scheduling classes. LCCC should follow through with the creation of an adequately manned placement office.

(6) On the average, students are taking longer to complete a program. At the same time greater numbers of students are working more hours while attending school. Every effort should be made to provide appropriate course offerings at times that meet the consumers' needs.

(7) A system or set of systems should be developed to communicate to students the kind and location of services the college provides for their use. Personnel who provide the services must adopt a "helping" manner if the services are to be effective.

These are factors pointed up by this study. Others at the college who examine the data analyses will note other factors that should be further examined and developed. Members of the institution, collectively, can create programs that will increase the likelihood of successful career development for students.

PLAN A

SUGGESTED PROCEDURE USING A CONSULTING FIRM FOR A FOLLOW-UP STUDY OF GRADUATES

The procedure that would be the most direct and least disruptive to the functioning of the institution would be the employment of a consulting firm to organize, conduct, and report results of the follow-up study of graduates. The chief consultant would work under the supervision and in cooperation with the director of institutional research or similar campus officer.

A disadvantage of this procedure is the cost. An approximation of the estimated expenses projected by a consulting firm for conducting a follow-up survey for a medium size (10,000 students) community college is as follows:

1. Professional Services	\$22,300
2. Travel	1,200
3. Clerical Support	960
4. Forms Design	1,000
5. Forms Printing and Reproduction	2,000
6. Report Reproduction	1,000
Total Cost	\$28,460

Few colleges can find this much money over-and-above the normal operating budget. In addition, only the firm contracted with would gain knowledge and experience in conducting follow-up surveys. No one within the college would be trained in the details of organizing and conducting a follow-up survey. As a consequence, the next time the college wished to do a follow-up they would again be compelled to contract the activity with a consulting firm.

PLAN B
RECOMMENDED PROCEDURE

BEST COPY AVAILABLE

"COOKBOOK"

FOR COMMUNITY COLLEGE FOLLOW-UP STUDY OF GRADUATES TO BE CONDUCTED 1974-1975

1. Early in July 1974 the College commits itself to a follow-up survey of graduates. The appropriate individual is given the responsibility, necessary resources and authority to carry it through. The individual will devote one-third time to the survey. Therefore, other duties will be reduced or reappor-tioned among the administrative staff.
2. Review of recent and significant literature and research on follow-up in community colleges. Contacts should be made with the central office of the Needs Assessment Project Consortium, Gainesville and the nearest collection of ERIC files and RIE source books.
3. Examine NAP Recommended Follow-Up Survey Form, and make comparison with the individual requirements of the college. (Requirements are based on pur-poses for the survey stated by the chief decision-maker or primary decision-making body of the institution.) Add, delete, modify items or sections to best meet these requirements. Alert total staff about Follow-Up Study. Visit Business Office, Computer Center, Registrar, others who should have early warning and who can provide valuable assistance as to format, constraints, and procedures.
4. In September 1974 obtain categorized list of 68, 70, 72 graduates from the Registrar. (These groups are 7, 5, and 3 years from the present year.)
5. For each of the years note the names of the graduates for the AA, AS and 1 year programs. They should be listed alphabetically and numbered consecu-tively (start numbering over for each year for each category). The percentage of the total graduates in each year for each of the categories should be de-

terminated, i.e. 55% AA, 35% AS, and 10% 1-year in 1972.

6. Randomly select a statistical sample from the list for each of the three years. Selection must be proportionate on the basis of percentage of graduates in each area: for 1972 - 55 AAs, 35 ASs, 10 for 1-year programs. 50% more names should be selected as alternates in each area to cover problem name or address. An approach using an appropriate table of random numbers can be used for selecting the sample. (A rule of thumb approach divides the number required 1972 - 55 AAs into the total of 1972 AAs or 550 to get the quotient 11. Starting with AA graduate number 1, then 12, then 23, ---, 518, 529, 540 then 2, 13, and so on to include alternate names.)
7. Employ one-half time clerk-typist. Require that the college hire one who is accurate, responsible, and has interest in survey work and tabulations.
8. Give list of selected names plus alternates to computer center to produce address labels in Alpha order for each year. Request computer center to also produce printout (2 copies) with name of graduate, address, social security number, sex, marital status, state or country of original enrollment, year admitted, year(s) graduated, program(s) from which graduated, degree(s), certificate(s) in Alpha order for each year.
9. Have 25 - 30 survey forms printed for tryout.
10. Obtain names and addresses of local 1974 graduates.
11. Have sending envelope - regular college white business envelope - done by local printer. In upper left corner the college name and return address. Below this have printed -- Address Correction Requested. In lower left corner have--Please Forward-- printed. Return envelope (smaller white business envelope). In upper right corner have the college --First Class Permit number printed. On the face, centered, the college return address will be printed. Below the address have the notation--Attention: Director of Research, printed. Print in sufficient quantity to provide for approximately 300 names and 150 alternates plus 5% for remailing.

12. Hand carry tryout forms to 1974 AA, AS, and 1-year graduates in the area. Have them complete and then offer criticisms.
13. Take completed tryout forms to computer center. Establish key punching pattern. Create a program to process and analyze the tryout returns. Decide if the results are wanted in a simple descriptive form or if they are to be given full statistical treatment. Key punch data from tryout forms and run trial program for analysis and troubleshooting.
14. Modify forms if necessary.
15. Have sufficient number of modified forms printed.
16. Obtain labels and data printout for selected graduates from computer center.
17. Match address labels and data on printout with student record. Correct when possible; if not, make a note; discard and then use next alternate. Add zip code to printout when omitted. Also put the home (parents) telephone number on printout.
18. Type salutation and data from the printout on front page of forms.
19. Alert mail clerks to the mailout.
20. Attach mail labels to sending envelopes. Fold form with name up. Put form and return envelope in correct sending envelope.
21. Take mailout to mail clerks for stamping First Class by postal meter. Mail out on either February 1 or March 1, 1975. Record number sent and date.
22. Alert U. S. Post Office and College Business Office to make certain that person in charge of survey receives all classifications of returned survey mail with minimum delay.
23. Request computer center key punch data from forms as completed forms are brought to the center on a weekly basis. Multiple data cards for each form will be consecutively numbered with the original data card, used in 8, above, numbered 1 (one). Card sets for each form will be tied together with an identi-

fication coding.

24. Returns have date received marked on form and on the master list as they come in. (Completed forms delivered to key puncher.) Daily accounting of number of returns by type will be done by means of a chart constructed for this purpose.

25. At end of one week send brief letter to non-responders urging them to fill out and return the survey form. Make strong statements regarding the importance of their participation.

26. Returned mail (undelivered):

- a. Items that cannot be forwarded: use home (parents) telephone number to locate a better address. Record name, new address and date sent.
- b. If returned with address correction (not forwarded) mail packet in new envelope. Record name, new address and date sent.

27. At end of 3 weeks inventory returns. Create new mailout packets in sufficient number to pull in over the goal of responses for each year, each category surveyed. Record names. Mail packets at end of 4th week. Record date mailed.

28. At end of four weeks from first mailout make telephone calls to all homes (parents) where graduates have not responded. Record new address. Create packet, then record names and date mailed.

29. At end of 6th week expand the telephone search for all non-responders. Check out Selective Service Board, Regional Social Security Office, high school of graduation and college faculty and staff members. Record names, new addresses, and date mailed.

30. If survey began February 1, 1975, close out April 1, 1975. If survey began March 1, 1975, close out May 1, 1975.

31. Request computer center to run cards for analysis of returns. One run each for 1968, 1970 and 1972. One run to consolidate and compare the three.

32. Check printout for bugs.

- a. If bugs, find source and correct. Rerun.
- b. If no bugs, begin writing report.
- c. As they become available send some significant tables to college personnel and ask for reactions. (The tables may help them plan

even sooner than the report will be ready; get them involved in analyzing results; and help add perspective gained through their insight.)

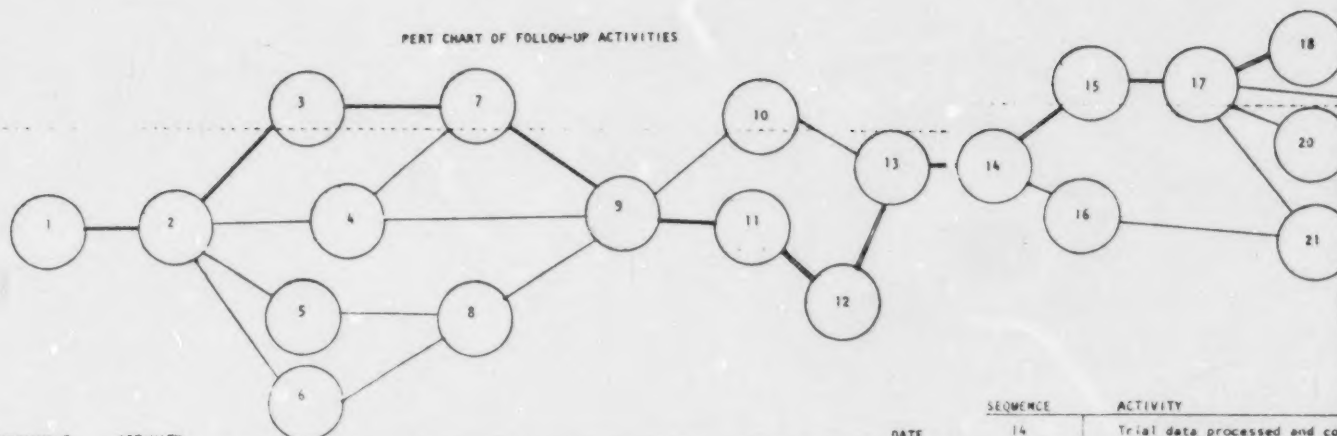
33. Complete the report writeup between July 1, and August 1, 1975.

After the initial survey is made a decision must be reached to determine how often and when subsequent surveys of graduates will be conducted. It can be recommended that all of the persons responding to the initial survey be contacted every three years. The purpose, achieved by an appropriately designed questionnaire, is to create a bank of longitudinally based information showing the effects of the college program as it relates to time.

Every two years statistically selected samples of graduates from two succeeding years should be surveyed. For example, in 1976 survey forms should be sent to randomly selected graduates from the years 1973-1975; in 1978 for 1975-1977, etc. This will provide spot checks of student evaluations on a systematic basis.

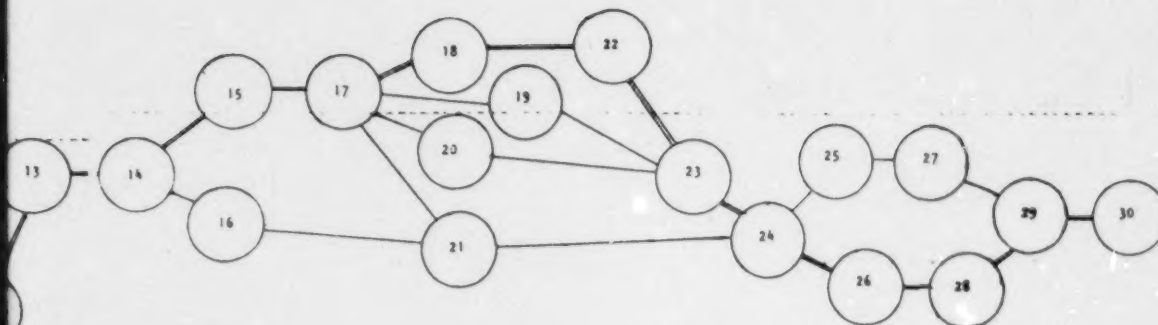
On the following pages are (1) a PERT Chart of the "Cookbook" procedure for a follow-up study of graduates described in Plan B and (2) the revised version of the survey form of Lake City graduates, based on the results of the present study.

PERT CHART OF FOLLOW-UP ACTIVITIES



57

SEQUENCE #	ACTIVITY	DATE	SEQUENCE	ACTIVITY
1	College commitment to general requirements and follow-up procedure.		14	Trial data processed and com
2	Person appointed responsible for follow-up.		15	Analysis and modifications
3	Review of related research and follow-up questionnaire.		16	Revise computer procedures
4	Set up committee for follow-up/alert college staff.		17	Mail out questionnaire packe
5	Employ or provide release-time for clerk-typist part-time.		18	Returned mail checked and in
6	Obtain categories of graduates from registrar's office.		19	Send 2nd sample mailing if
7	Examine Needs Assessment follow-up techniques and compare to researched literature		20	Non-response tabulated and
8	Print up alphabetized list by AA, AS, and Certificate. Indicate percentage in each category and number consecutively.		21	Questionnaires received from
9	Add, delete, modify to finalize follow-up procedures.		22	Send corrected mail that was
10	Print questionnaires for pilot sample (25-30).		23	Returned 2nd mailing questio
11	Randomly select sample from alphabetized list within each category, a sample for pilot test, and a sample for 2nd mailing.		24	Keypunch, verify, and bring
12	Obtain computerized address labels and student profile information.		25	Tabulated results via comput
13	Pilot test on selected graduates.		26	Write preliminary report.
			27	Revised computer analysis.
			28	Committee reactions incorpo
			29	Final report written
			30	Distribute findings to colle



DATE	SEQUENCE	ACTIVITY	DATE
	14	Trial data processed and computer results tabulated.	
	15	Analysis and modifications of the procedure.	
	16	Revise computer procedures as necessary.	
	17	Mail out questionnaire packets to random sample (1st mailing).	
	18	Returned mail checked and intensive effort made to get correct address.	
	19	Send 2nd sample mailing if total returns appear less than goal.	
	20	Non-response tabulated and reminder letters mailed.	
	21	Questionnaires received from 1st mailing and checked.	
	22	Send corrected mail that was returned.	
	23	Returned 2nd mailing questionnaires checked.	
	24	Key punch, verify, and bring results.	
	25	Tabulated results via computer and analyze for corrections.	
	26	Write preliminary report.	
	27	Revised computer analysis.	
	28	Committee reactions incorporated.	
	29	Final report written.	
	30	Distribute findings to college.	

57

BEST COPY AVAILABLE

GRADUATE FOLLOW-UP SURVEY

Dear

College is conducting a study of the opinions of its graduates. As an individual who completed the requirements of one of our programs your help is needed.

You can provide the kind of information we need to continue worthwhile activities and services or to make the necessary improvements.

You can also help us by correcting any errors you find in the material typed below. Especially check our spelling of your name and the accuracy of the social security number. The name and address of someone who can always locate you is a very important item. Please include it.

Take a few minutes today or tomorrow to answer the questions and return it to the college in the self-addressed stamped envelope. You will receive a summary of the results early in the Fall.

Thank you.

Sincerely,

, President

Name	Social Security Number	
Sex	Marital Status	Birth Date
Mailing Address		
State or Country From Which Originally Enrolled		
Year Admitted to LCCC	Year(s) Graduated from LCCC	
Program (s) from which Graduated		
Degree(s)		
Certificate(s)		
Name and Address of Someone Who Can Always Locate You		

1.1 Did any of the following reasons help you decide to attend LCCC? Place a 1 (one) in the space to the left of each reason that applies.

- | | |
|---|-----------------------------|
| ___ 1. Someone from the college visited my school | ___ 6. Friend was attending |
| ___ 2. A special program was available | ___ 7. Parent's influence |
| ___ 3. Courses I wanted were offered | ___ 8. Student body size |
| ___ 4. The reputation of the school | ___ 9. Close to home |
| ___ 5. I visited the college | ___ 10. Inexpensive |

1.2 Which of the following was your primary reason for enrolling in LCCC? Place a 1 (one) in the space to the left of each reason that applies.

- | | |
|---------------------|-----------------------------|
| ___ 11. AA degree | ___ 15. Job Skills Updating |
| ___ 12. AS degree | ___ 16. Advance on Job |
| ___ 13. Certificate | ___ 17. Self Enrichment |
| ___ 14. Change Jobs | ___ 18. Other _____ |

2.0 In what way did you finance your way through Lake City? Place a 1 (one) in each space that applies.

- | | |
|--|------------------------------|
| ___ 1. Supported completely by parents | ___ 6. Scholarship |
| ___ 2. Earned up to $\frac{1}{2}$ of own way | ___ 7. Advance on Job |
| ___ 3. Earned $\frac{1}{2}$ to all | ___ 8. VA |
| ___ 4. Student Assistant | ___ 9. Other (specify) _____ |
| ___ 5. Tuition Waiver | |

3.0 What was the average number of hours per week that you worked while attending Lake City Community College? _____ hrs. per week?

4.0 How would you rate the quality of the following? Place a 5 (five) in the space to the left of each item you consider Good, a 3 (three) if Fair, a 1 (one) if Poor, and a 0 (zero) if you did not participate or use.

- | | | |
|-------------------|---------------------|----------------------------|
| ___ 1. Admissions | ___ 5. Equipment | ___ 9. Scheduling |
| ___ 2. Advising | ___ 6. Library | ___ 10. Student Activities |
| ___ 3. Bookstore | ___ 7. Orientation | ___ 11. Student Government |
| ___ 4. Cafeteria | ___ 8. Registration | ___ 12. Teaching |

5.1 Since graduating from Lake City have you earned other degrees or certificates? Place a 1 (one) in the space to the left of as many as apply.

- ___ 1. Certificate(s) Give Name(s) _____
- ___ 2. Bachelors
- ___ 3. Masters
- ___ 4. Doctors
- ___ 5. Other(s) Give Name(s) _____

5.2 Place a 1 (one) in the space to the left of the school(s) attended.

- ___ 6. FAMU ___ 7. FAU ___ 8. FTU ___ 9. FSU ___ 10. FTU
- ___ 11. UF ___ 12. UNF ___ 13. USF ___ 14. UWF
- ___ 15. Other School in Florida (Specify) _____
- ___ 16. School outside of Florida (Specify) _____

6.1 Are you working? Please place a 1 (one) to the left of item that applies to you.

- ___ 1. Full time ___ 2. Part time ___ 3. Full time Housewife
- ___ 4. Unemployed, looking for work ___ 4. Not employed, not looking

6.2 (Optional) What is your approximate Monthly Salary? Please place a 1 (one) to the left of item that applies to you.

- ___ 6. Under \$399 ___ 7. \$400 to \$599 ___ 8. \$600 to 799
- ___ 9. \$800 to \$999 ___ 10. \$1000 to \$1199 ___ 11. Over \$1200 a month

7.1 Was your First job after completing your Lake City Program related to that program? (Place a 1 (one) in the space to the left of the item if true of First job.)

- ___ 1. Same Field ___ 2. Related Field ___ 3. Not Related

7.2 How well did the program prepare you for your First job? (Place a 1 (one) to the left of the item that applies.)

- ___ 1. Good Preparation ___ 2. Fair ___ 3. Poor ___ 4. Did not apply

7.3 Is your Present job related to your Lake City Program? (Place a 1 (one) in the space to the left of the item if true of Present job.)

___ 1. Same Field ___ 2. Related Field ___ 3. Not Related

7.4 How well did the program prepare you for your Present job? (Place a (one) to the left of the item that applies.)

___ 1. Good Preparation ___ 2. Fair ___ 3. Poor ___ 4. Did not apply

7.5 Name of Present Job _____

8.0 Should special help in each of the following be provided by the college for students. Place a 1 (one) to the left of each item in which help is needed.

___ 1. English	___ 7. Career Choice	___ 13. Program Selection
___ 2. History	___ 8. Course Selection	___ 14. Scheduling Classes
___ 3. Humanities	___ 9. Doing Research	___ 15. Writing Term Papers
___ 4. Mathematics	___ 10. Finding Jobs	___ 16. Other _____
___ 5. Reading	___ 11. How to Study	_____
___ 6. Science	___ 12. Personal Problems	

9.0 I would recommend Lake City Community College. Place a 1 (one) in the space to the left of items that apply.

___ 1. To anyone planning to enter college

___ 2. For basic academic studies for transfer

___ 3. For learning a profession (Technical, Vocational)

___ 4. Only to students unable to go elsewhere

___ 5. Not applicable, cannot recommend LCCC

10.0 Please state suggestions for improvement or other comments below:

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LCCC GRADUATE FOLLOW UP STUDY

NAME: _____

ADDRESS _____

LCCC (LCJC & FRS) CURRICULUM

Program or major _____

YEAR GRADUATED _____

1. I went to LCCC (LCJC & FRS) because (Rank from most important influence 1 to least important 7)
____ courses I wanted were offered
____ a special program was available
____ of the reputation of the school
____ a friend was coming here
____ student body size
____ of parents influence
____ I either visited the college or someone from the college visited my school
2. Did you change majors or programs during your stay at LCCC (LCJC & FRS)
YES ____ NO ____ From _____ To _____
Year admitted to LCCC (LCJC & FRS) _____
3. LCCC (LCJC & FRS) helped me (Rank from most important influence 1 to least important 6)
____ to get a good job
____ to get an education inexpensively
____ to decide what I want to be in life
____ to appreciate the value of an education
____ by providing academic background for further study
____ in no way particular
4. Did you work while attending LCCC (LCJC & FRS)?
YES ____ NO ____ APPROX. INCOME _____
HOURS PER WEEK _____

5. Did you receive financial assistance while attending LCCC (LCJC & FRS)

YES ☐ NO ☐ If yes: Source of funds
Family ☐ Student Assistant ☐
Loan ☐ Work Study ☐
VA ☐ Scholarship ☐

6. Since graduating from LCCC (LCJC & FRS) have you enrolled in additional educational programs?

YES ☐ If yes, where?
NO ☐ Major

Degrees Earned:

☐ Bachelor's ☐ Other
☐ Master's ☐ Did not complete
☐ Doctor's

7. Are you working? YES ☐ NO ☐

☐ full time Job title
☐ part time Job title
☐ more than one job Salary Week
☐ looking for work Month
Year

8. If employed, how closely related is your present job to your LCCC (LCJC & FRS) program?

☐ same field
☐ related field ☐ different

9. How closely related to your first job was your college program? (Omit if present job is your first job)

☐ same field ☐ different
☐ related field ☐ Job title

10. Did you receive help from someone at LCCC (LCJC & FRS) ☐ in finding a job?

☐ in transferring to another school?

11. Who gave you the best help?

☐ program director ☐ advisor
☐ department head ☐ counselor
☐ faculty member ☐ other

12. To what degree did you make use of the following?

	<u>Great</u>	<u>Some</u>	<u>None</u>
Library	—	—	—
Counseling	—	—	—
Math Lab	—	—	—
Reading Center	—	—	—
Rec Room	—	—	—
Gym	—	—	—
Intra Murals	—	—	—
Cafeteria	—	—	—
Clinic	—	—	—
Career Information	—	—	—

13. Rate quality of the following:

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Does not apply</u>
Teaching	—	—	—	—
Advising	—	—	—	—
Student Government	—	—	—	—
Student Activities	—	—	—	—
Library	—	—	—	—
Bookstore	—	—	—	—
Cafeteria	—	—	—	—
Equipment	—	—	—	—
Admissions	—	—	—	—
Registration	—	—	—	—
Scheduling	—	—	—	—
Housing	—	—	—	—
Orientation	—	—	—	—

14. I would recommend LCCC (LCJC & FRS)
___ to anyone planning to enter college
___ for learning a profession (Technical, Vocational)
___ for basic academic studies
___ only to students unable to go elsewhere
15. LCCC (LCJC & FRS) should provide special help for students in the following:
- | | | |
|-----------------|--------------------|-------------------------|
| ___ English | ___ Reading | ___ Course Selection |
| ___ Humanities | ___ Taking Tests | ___ Program Selection |
| ___ History | ___ How to Study | ___ Scheduling Classes |
| ___ Science | ___ Doing Research | ___ Personal Problems |
| ___ Mathematics | ___ Finding Jobs | ___ Career Choices |
| ___ Other _____ | | ___ Writing Term Papers |
16. Please offer suggestions or comments below:

PLEASE FOLD LENGTHWISE.
PLACE IN ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE AND
MAIL.

THANK YOU.
ED BRUNNER

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 30 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION